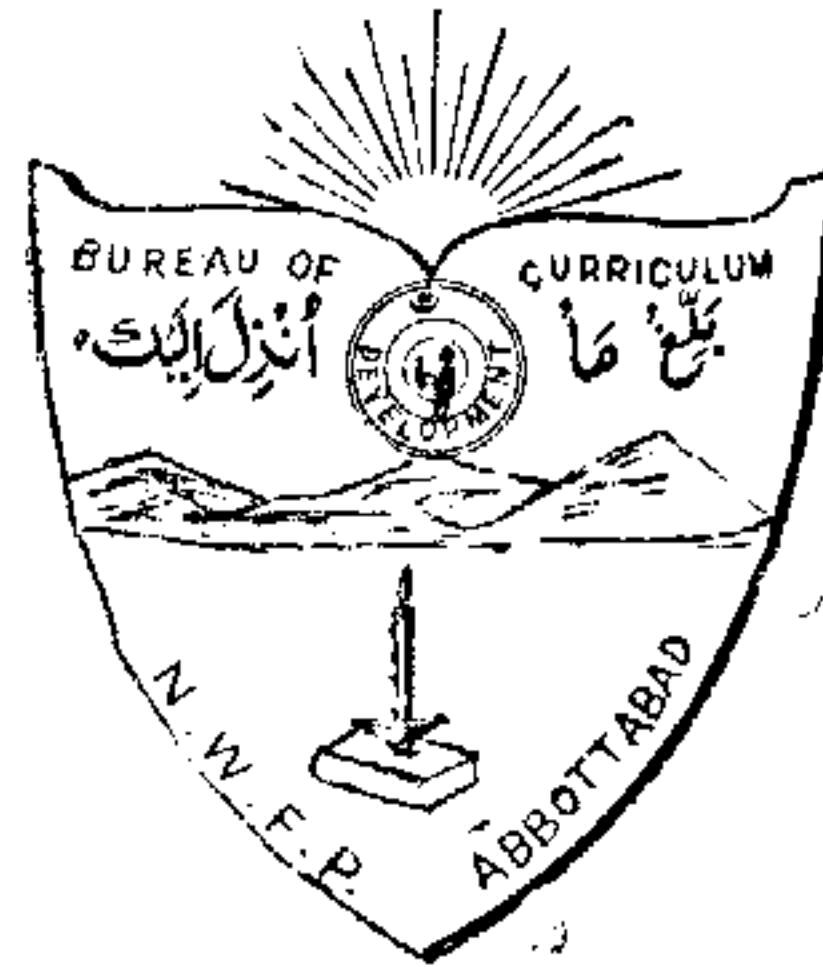


بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

FINAL REPORT
ON MONITORING & EVALUATION
OF NEW CURRICULUM
AT PRIMARY LEVEL
IN N.W.F.P.



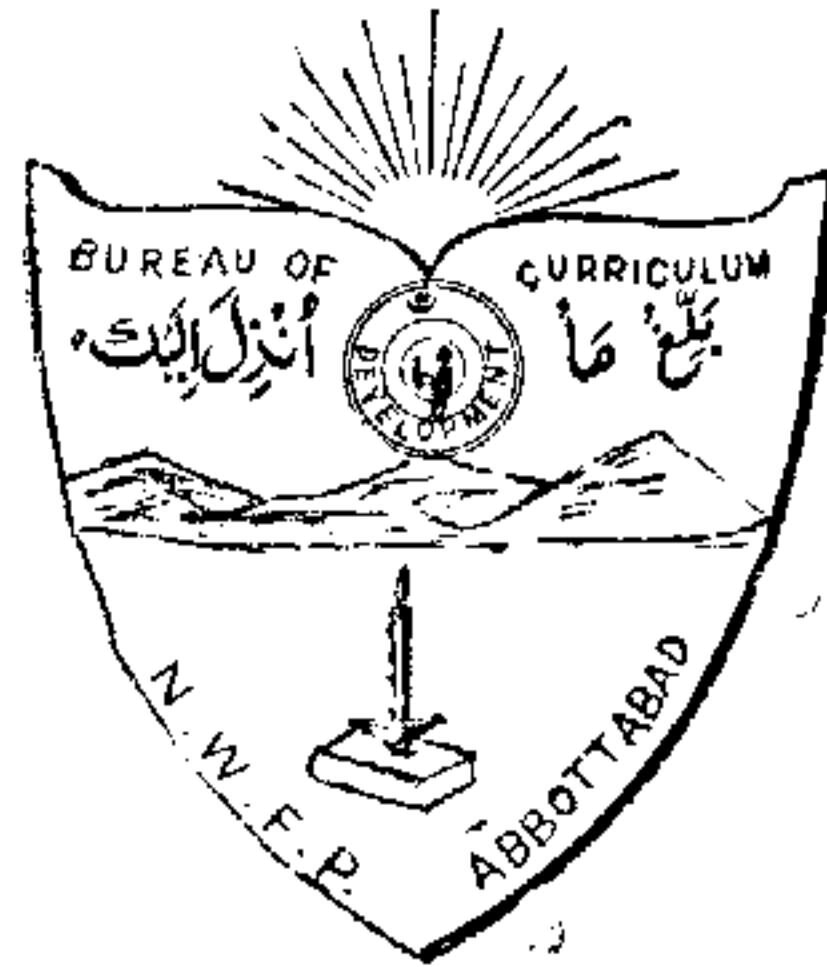
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BUREAU OF CURRICULUM DEVELOPMENT
& EDUCATION EXTENSION SERVICES,
N.W.F.P. ABBOTTABAD.

(JAN: FEB: 1977 & APRIL 1978)

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F O R W A R D .

1. It gives me great pleasure that the final report based on the workshop organised at Abbottabad in January, 1977, in connection with monitoring and evaluating of curricula at the primary level has been compiled. I understand that it is the first attempt of its kind in scientific analysis of the problem.
2. Many progressive reforms have been introduced by the Education Policy, but presently we do not have enough information regarding the state of its implementation. It is, therefore, expected that the result of this exercise will be of considerable significance to the policy makers as well as to those officials who are associated with its implementation in helping them to evaluate and readjust priorities in this important field.
3. We are grateful to UNICEF for the support that it has accorded, and in particular to Dr.H.E. Kimball, Ex:/UNESCO Project Coordinator and Mr.D.Worth, Ex:/Senior UNESCO Adviser for their contribution in the implementation of this project.

Dated 10.8.1978.

(Cap:Aftab Ahmad Khan)
Secretary to Govt: of NWFP,
Education Department,
Peshawar.

A C K N O W L E D G E M E N T .

1. A workshop in connection with monitoring and evaluation is an exercise planned for the first time in N.W.F.P. UNICEF deserves thanks for making it possible to be held by arranging the required financial as well as technical assistance. Without this help the programme would have been difficult to conceive.
2. Judged from any criterion the workshop was a great success. The same would never have been achieved without the meticulous planning undertaken by Dr.H.E. Kimball. He and Mr.D.Worth deserve much thanks for taking extra pains to ensure that the objectives as proposed in the design are achieved. Without their guidance the programme would have never been possible.
3. I take this opportunity to thank all those who have been put to some inconvenience as a result of running this workshop.

(Habibur Rehman)
Deputy Secretary & Project Director
Agro-Technical Cell,
Education Department,
Peshawar.

Dated 10.8.1978.

1. Introduction.

1.1. The curricula of the grades I to V were revised and made operative by 1974. The new curricula envisaged a fundamental departure from the previous courses of studies. In terms of learning the newly adopted syllabi were definitely superior in so far as the focal points were very specifically conceived. The following approaches were to be adhered to in the subject areas relevant to primary level:-

1.1.1. Urdu _____ look and say method.

1.1.2. Science _____ enquiry approach.

1.1.3. Mathematics _____ inductive-deductive methods.

1.1.4. Social Studies _____ activity-oriented teaching.

1.2. The curricula reports were prepared and distributed. The text-books ~~were~~ written and made available to the students. Salient features of the new curricula were brought home in some seminars the proceedings of which were conveyed through mass-media. It appeared that the switch over has been implemented on a massive scale. It was but expected that the step will contribute in a positive way towards quality regeneration of education at this level which seemed to have been, previously, plunged in a chaos.

1.3. To inculcate competencies amongst teachers enabling them to undertake effective teaching/learning of the new curricula, a programme of reorientation of existing teachers was implemented. The effort was supplemented through the preparation and distribution of a guide-book for teachers. It was thought that any inadequacy experienced by teachers would be taken care of in this way. The purpose was to equip the teacher sufficiently to be able to conceive of presentation of worth-while educative experiences for the intellectual growth and personality development of his pupils.

1.4. In spite of a massive dose of various inputs and an intense desire to effect suitable changes, it was felt the situation stands static. The whole exercise appeared to tantamount to shuffling of papers. An impression was generated that the ground conditions as ~~exists~~ in our school system at the primary level do not conform to the requirements necessitated due to the introduction of new curricula. Since primary education forms the foundation of the edifice of any educational structure care has to be taken that there is nothing drastically wrong with it.

1.5.

In the circumstances, it was thought necessary to establish in a scientific way, congruence or otherwise of the curriculum materials available with the primary sub-sector if it is to function with some reasonable standard of efficiency. The implications of the results obtained on the completion of such an exercise on monitoring are immense for those who are responsible for managing the affairs of the primary education. The results could prove to be indicators of the extent to which concomitant actions have been contemplated and provided for. It was hoped that the exercise would reveal areas partially covered or totally neglected. This would help implementors modify or adjust priorities.

2. Organizational Arrangements.

2.1. Since N.W.F.P. lacked the required expertise to organize a workshop about monitoring of curricula, UNICEF was kind enough to agree to arrange for the services of some capable resource person and to meet the other major costs. To help build some local expertise UNICEF, on its own initiative, bore all expenses incurred in connection with the participation of three officers of the Education Department, NWFP in a workshop of a similar nature then arranged at Karachi from 15th to 30th November, 1976. The three participants acted as staff alongwith the resource person and conducted the workshop.

2.2. The workshop was directed by Prof: Habibur Rehman, Project Director, Agro: Technical Cell, Education Secretariate, Peshawar. He was assisted by Mr. Mohammad Ishaque Khan, Divisional Inspector of Schools, Hazara, Abbottabad & Miss Jamila Malik, Head-Mistress, Govt: Girls High School, Subhan Khawar, Mohammad Agency. Dr. H.E. Kimball, UNESCO Project Coordinator in Pakistan was appointed as a resource person and was assisted by Mr. D. Worth. Thirty-nine participants (list attached as annexure I) attended the Workshop. Majority of the participants were either Assistant District Inspector of Schools or Assistant District Inspectress of Girls Schools. Rest of the participants were from amongst the staff of Teachers Training Schools, Education Extension Centre, A. Abad and Bureau of Curriculum Development, Abbottabad. Inspectors/Inspectresses were invited because they were to serve the instruments of evaluation in the schools___ a job which only they could do best while the rest were associated to ensure wider dissemination of the techniques involved in the process.

2.3. The workshop was designed and the various details were finalised at least a month ahead of the scheduled date. The workshop was held in two phases with a break of fifteen days in between. The break was necessitated to enable the participants to gather data from about six schools each on a random sample basis. This data was required to test the validity and reliability of the instruments. The dates of the two phases were as follows:-

2.3.1. First Phase _____ from 17.1.1977 to 29.1.1977.

2.3.2. Second Phase _____ from 14.2.1977 to 18.2.1977.

2.4. Four instruments were developed, tested and refined with a view to:-

2.4.1. Measure cognitive level of primary school teachers about the tenets of New Education Policy.

2.4.2. Measure attitude of these teachers towards various measures suggested in the New Education Policy.

2.4.3. Measure the existing position with regards to curriculum's logistics.

2.4.4. Measure the primary class-room atmosphere employing simpler version of class-room interaction analysis technique (these instruments may be seen appended as annexure II, III, IV & V).

2.5. Each of the A.D.I.S. or A.D.I.G.S. was supplied with eighty copies each of the four instruments and they were directed to administer these with tact and care. They were also required to keep the Project Director informed of their visits to the schools with a view to carry out sample checking. The exercise was to finish by the end of June, 1977. However, as a result of some political disturbances the same could not be done in time as the institutions remained closed.

2.6. The venue of the workshop was planned to be Education Extension Centre, Abbottabad, but in the face of problems encountered in running the workshop there, it had to be shifted to Govt. High School No.2, Abbottabad, where the Headmaster was gracious enough as to provide all facilities required in connection with the conduct of workshop and for the residence of male participants. The female participants were accommodated in the Hostel attached to Govt. Girls High School, Abbottabad and the Head Mistress deserves all thanks for extending the cooperation.

2.7. An interim report indicating all the details of the activities in connection with the workshop along with the measurement of the small random sample were circulated during April, 1977. The report was received favourably by the various agencies to which it was sent.

2.8. In order to process the data A.D.I.S's and A.D.I.G.S's (list may be seen as annexure VI) were invited to Abbottabad from 4.4.1978 to 10.4.1978 to do computation manually. It was a fairly difficult and monotonous task. However, thanks to the prescience of the workers invited to carry it out, it was completed in time.

3. Achievements.

3.1. During the First Phase.

3.1.1. At the end of the first phase of the workshop the participants were able to write objectives in behavioral terms suitable for use in evaluation and to class-ify them as per categories of Bloom's Taxonomy.

3.1.2. They were able to prepare, test, refine and use a simple Likert-type attitude scale designed to measure the attitude of primary school teachers towards the education policy.

3.1.3. They could also prepare, test, refine and use a short object test regarding knowledge of the education policy.

3.1.4. The participants could develop, test, refine and use a questionnaire to determine the logistics status of the implementation of curricula in the primary school system.

3.1.5. They developed enough competency as to use a simplified interaction analysis format to measure the class-room situation.

3.2. During the Second Phase.

3.2.1. As a result of the skills learnt during the second phase of the workshop the participants were able to handle compilation and computation of the statistical raw data.

3.2.2. They were able to comprehend statistical terms like mean, median, frequency and mean standard deviation in relation to a bell-type curve.

3.3. During the Third Phase.

3.3.1. Data collected from 1200 schools which forms roughly 20% of the primary school system was computed manually. There were in all four instruments and the simplest carried 24 items. Thus the total number of items required to be processed in the case of this simple questionnaire were 36,000. But for sheer doggedness on the part of the persons invited to do the job the task would have been an impossible one.

4. Design.

4.1. The broad aim of the workshop was to produce a core of educational personnel in NWFP, who have been trained in some of the basic skills and attitudes of the evaluation curriculum, in the broadest sense, and who can proceed to carry out a full-scale programme of evaluation of curriculum in NWFP, during the year following the workshop.

4.2. Regarding the specific course objectives, it was desired that at the end of the workshop, participants would be able to:-

4.2.1. Write behavioral objectives suitable for use in evaluation of curriculum and classify them into the major categories of Bloom's taxonomy.

4.2.2. Prepare, test, refine and use a questionnaire for determining the logistical status of the curriculum in a school.

4.2.3. Prepare, test, refine and use a simple Likert-type attitude scale designed to measure attitudes towards the curriculum and the education policy.

4.2.4. Prepare, test, refine and use a short objective test of knowledge about the new education policy and curriculum.

4.2.5. Use a simplified interaction analysis, format in a classroom situation and produce reliable results.

4.2.6. Write objective-type test items on subject matter familiar to them, try out and modify the items to conform with standards of difficulty, discrimination and effectiveness of distractors.

4.2.7. Prepare a test classification grid and classify items according to the grid.

4.2.8. To compile raw statistical data into grouped data and to carry out simple computations of means, median and mean standard deviation.

4.3. The workshop timings were from 8.30 to 14.00 hours with a gap of half an hour for tea. There used to be two lecture-cum-discussion sessions followed by a workshop session in which the participants were divided into groups to enable them to interact more effectively. Also to improve comprehension and to better communication it was decided that each session held in English would be summarized in Urdu. It was later found out that the arrangement helped immensely to disseminate the knowledge and skills.

5. Results and their Interpretations.

5.1. Knowledge of the Education Policy.

5.1.1. Result of the instrument designed to measure the knowledge of the primary school teachers regarding the tenets of Education Policy is as follows:-

Total No. of Teachers, who filled the questionnaire = 1480

Highest Possible Score = 30 Highest Actual Score = 29

Lowest Possible Score = 0 Lowest Actual Score = 1

Mean = 13.7 Medium = 13.8

Standard Deviation = 3.9

5.1.2. Inspite of the fact that only 9.0% of the teachers interviewed had a personal copy of the Education Policy and only 10.% of the school possessed this very important document, the average knowledge around 46% is extremely favourable. It reflects that reorientation courses and the mass media have done a fairly good job in so far as dissemination of the knowledge of education policy amongst the working teachers is concerned.

5.1.3. The lowest actual score of 1 is, however, a signal for something drastically wrong somewhere. Further-more, one teacher out of five scored 10 or less than 10 though the instrument carries ten true or false items and one can score at least 5 just on the basis of pure chance. There is no question of scoring less than 5 by a teacher untill and unless he does it through design. A teacher who is so poorly informed of an educational policy is not expected to consciously work as per its imperatives.

5.1.4. It is recommended that:-

5.1.4.1. Copies of the education policy be widely distributed to ensure that they have reached the hands of our teachers

5.1.4.2. During reorientation courses for our teachers special efforts be made to acquaint them with the tenets of the education policy.

5.1.4.3. The supervisors while visiting schools should discuss details of the education policy with the teachers and advise them to up-date their knowledge in this respect.

5.2. Attitude towards Education Policy.

5.2.1. The result of the attitudeal questionnaire indicating the attitude of the primary school teachers towards educational policy is as follows:-

Total number of Teachers who filled the questionnaire = 1492

Maximum Possible Score = 120 Max:Actual Score = 111

Minimum Possible Score = 24 Min:Actual Score = 26

The-oratically Neutral Score = 72

Mean = 75.4

Median = 76.0

Standard Deviation = 10.3

- 5.2.2. In spite of the fact that the average score of the sample in respect of the knowledge of education policy is 46% the mean score on the attitudinal questionnaire is 55.4_____ which indicates that teachers are, on the whole, pro policy. This augurs well for the policy formulators as well as the implementors. In spite of a commonly held belief that teachers as a class are conservative, this study shows that they are favourably inclined towards the education policy. This implies that the implementors will not have to reckon with hostility on the part of teachers while launching any programme to fulfill the dictates of the education policy.
- 5.2.3. The three items which scored the highest averages are items concerned with:-
- 5.2.3.1. The goal of the education policy ought to be national cohesion.
- 5.2.3.2. Parents should be forced to send their wards to schools.
- 5.2.3.3. More female primary teachers are required at the primary level.
- 5.2.4. The three items scoring the lowest averages are items about:-
- 5.2.4.1. Educational standards will go down if promotions are made without examinations.
- 5.2.4.2. It is a failure of the teacher if the students express their own ideas in class during teaching.
- 5.2.4.3. Retired persons ought to be appointed as teachers to overcome the shortage of trained teachers.
- 5.2.5. In opting for forcing of parents to admit their wards in schools and not lowering of qualifications of the teachers, they have exhibited a well developed sense of belonging to a profession. It is a fund of good-will of which enough use can be made. All items hinting at more and active involvement of learners scored around 4, clearly indicating that the teachers do feel the necessity to change and they are intuitively clear as to the direction of desirable change.
- 5.2.6. Teachers appear to be figidly in favour of retaining the existing annual examinations. Concerted efforts will be required to bring home to them the realization that continuous evaluation is a better substitute. It is a particular weak area where notions held by teachers are in contrast to those displayed by the formulators of the policy. Something positive is required to be done to remedy the situation.

5.3. Correlation.

5.3.1. The number of workers who served the two questionnaires to 1492 teachers belonging to the primary schools was 21. It was thought worthwhile to find a correlation between the level of knowledge of the group and the score of the same group on attitudinal scale. The hypothesis was that better the knowledge of the education policy more favourable is the attitude towards it. Using the famous Karl Pearson's formula the correlation came out to be +1 confirming the hypothesis without a shadow of any doubt. Incidentally, it again establishes the dire necessity, of doing something for the wide dissemination of the education policy. Any trouble undertaken or expenditure incurred in this connection is expected to be more than repaid in terms of better efficiency.

5.4. Class-room Interaction Analysis.

5.4.1. The result of the class-room interaction analysis is as follows:-

Total No. of Classes		=	1475
Teacher Talk		Pupil Talk	
Mean=	53.2%	Mean =	23.1%
Highest=	95.4%	Highest=	80.3%
Lowest =	18.4%	Lowest =	2.1%
Other Activities			
Mean	=	23.7%	Highest =
Lowest	=	4.3%	84.6%

5.4.2. The results indicate that classes are over ridden, with much teacher talk. Pupils' talk consists of pupils' responses to the questions put by the teachers. A fairly large mean% of 'other activities' is the consequence of the drill method is vogue in our schools when the whole class recites a lesson aloud. The analysis was conspicuous by the total absence of any pupil initiated talk. It brings out the biggest drawback in our way of instruction. The students are not afforded a chance to think. They are not made to rack their brains. It is a lamentable weakness of our teaching methodology and unless something is done to remedy the situation, no positive results are going to be achieved by increasing the inputs or stream-lining the through puts. Once level, no useful change can be brought about later on. It is an area which needs to be hit the hardest way if we propose to be serious about qualitative regeneration.

5.4.3. In view of the strong points of the technique it is recommended that:-

5.4.3.1. Flander's class-room interaction analysis ought to be taught in PTC, CT & B.Ed. pre-service courses.

5.4.3.2. During the reorientation courses the participants should be exposed to the technique of class-room interaction analysis through the use of V.T.R.

5.4.3.3. Film or videotapes of good lessons in various disciplines but in real life situations should be shown to assemblies of teachers at a sub-tehsil level for modelling etc.

5.4.3.4. Supervisors be specifically trained in this technique of observational nature and they be required to judge the quality of lesson by making use of this technique.

5.5. Logistical Position.

5.5.1. The position vis-a-viz logistics is as follows:-

1.	Availability of personal copy of Edu:	Yes 9.0%	No 91.0%
2.	" " School " " Policy	10.4%	89.6%
3.	" " Teaching Kits " "	40.9%	50.1%
4.	Whether trained in the use of Kit.	65.8%	34.2%

5. Grid (in percentages).

Subject	Curriculum		Are approved books used.				Text-books available in the market.		Prices are reasonable.	
	Personal Copy	School's Copy	Yes	No	Yes	No	Yes	No	Yes	No
Maths.	25.7	74.3	20.2	79.8	84.1	15.9	78.3	21.7	48.4	51.6
Urdu	26.3	73.7	19.6	80.4	85.3	14.7	77.5	22.5	48.3	51.7
Science	26.4	73.6	20.3	79.7	86.2	13.7	78.1	21.9	49.5	50.5
Social Studies.	21.2.	78.8	19.8	80.2	83.8	16.2	78.1	21.9	48.6	51.4
Islamiyat	23.2	76.8	20.5	79.5	86.5	13.5	79.2	20.8	48.6	51.4
Arts & Crafts.	15.0	85.0	12.9	87.1	76.3	23.7	60.4	39.6	36.3	63.7
Health & Physical Education.	14.9	85.1	13.8	86.2	55.6	44.4	55.3	44.7	35.2	64.8

6. Grid pf Text-Books (Personal copy) in percentage.

Subject	Text-Books of Class-I		Text-Books of class.II.		Text-Books of Class.III.		Text-Books of Class.IV.		Text Books of Class -V.	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Maths.	25.6	74.4	25.8	74.2	25.7	74.3	27.7	72.3	26.4	73.6
Urdu.	25.8	74.2	26.0	74.0	26.4	73.6	26.8	73.2	25.7	74.3
Science.	24.9	75.1	23.3	76.7	27.8	72.2	24.2	75.8	25.6	74.4
Social Studies.	24.2	75.8	24.6	75.4	27.2	72.8	25.6	74.4	24.8	75.2
Islamiyat.	25.3	74.7	24.5	75.5	25.6	74.4	27.5	72.5	25.7	74.3
Arts & Crafts.	12.3	87.7	9.4	91.6	11.2	88.8	9.9	90.1	10.2	89.8
Health & Hygiene.	10.5	89.5	11.2	88.8	36.5	63.5	9.7	90.3	10.4	89.6

Contd:

7. Grid Text-books possessed by students (in percentages).

Subject	Text-books of class.I.		Text-books of Class.II		Text-books of Class.III.		Text-books of Class.IV.		Text-books of Class.V.	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Maths.	85.7	14.3	84.8	15.2	83.5	16.5	83.6	16.4	80.0	20.0
Urdu	84.3	15.7	83.6	16.4	83.8	16.2	81.8	18.2	79.9	20.1
Science.	82.4	17.6	81.4	18.6	84.2	15.8	81.2	18.8	78.4	21.6
Social Studies.	79.6	20.2	82.8	17.2	83.7	16.3	81.2	18.8	78.4	21.6
Islamiyat	67.5	32.5	81.4	18.6	84.4	15.6	82.6	17.4	77.5	22.5
Arts & Crafts.	33.6	66.4	35.1	64.9	32.3	67.7	36.3	63.7	40.0	60.0
Health & Physical Education	31.8	68.2	34.4	65.6	35.5	64.5	38.4	61.6	41.2	58.8

5.5.2. Availability of the curriculum package to the school system is hopelessly poor. It is a poor reflection of the role of those who are responsible for its implementation. Nearly 50% of the schools possessed teaching kits and as many as 65.6% of the teachers have undergone some kind of training in the use of these kits. Again, only one fourth of the teachers possess their own copies of the textbooks. Situation in respect of availability of text-books with the students is not bad at all though it can be improved upon.

5.5.3. In view of the situation indicated above it is proposed that teachers guides ought to include detailed curriculum reports as their parts. The teachers guides must pin-point the educational objectives of each unit in verifiable terms. Taxonomy of educational objective should form a part of the curricula for PTC and CT.

Constraints and Limitations.

6.1. Participants complained that some of teachers who were served with the evaluation instruments were skeptical as to the outcome of the exercise. They were unco-operative to the extent that they were not willing to give lessons in the presence of evaluators. Quite many of the teachers thought the administration of an instrument was a trick to judge their competency as a teacher and were reluctant to come out with their responses. In some schools the courses had been covered and teachers were busy in revising some of the important lessons. Thus the inter-action analysis of these classes was not to reveal the true state of affairs.

6.2. Some of the evaluators were transferred while half through their process. They could not complete their quota of the task. We expected to collect data from as many as 1600 teachers while, in fact, it has been collected from 1490 teachers. The proportion comes out to be little less than 10%. Thus it constitutes a fairly good random sample.

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7. Unintended Results.

7.1 Apart from the intended results as envisaged in the design of the workshop quite many unintended results were also observed.

Some of them are as follows:-

- 7.1.1. As a consequence of self-development, participants realised that it is a lot better to quantify and to resort to scientific measurements rather than to speak in general terms. They felt that some kind of measurement is definitely a step in the forward direction when compared to no measurement at all.
- 7.1.2. The participants realised that the scientific way to be adopted as a mode of operation is to define objective in verifiable terms to plan meticulously and to monitor the implementation with a view to apply corrective measures.
- 7.1.3. Many doubts regarding the efficacy of the objective testing were removed. The participants felt that an objective type of test is a fairly valid and reliable instrument of assessment under certain conditions.
- 7.1.4. The working of the Education Extension Centre, Abbottabad improved as time went. Near the end, a better understanding has emerged as compared to when we had started. The operation went on becoming more methodically as we learnt from our mistakes.

8. Conclusion.

- 8.1 In more than one way the workshop was an experience of its own kind. The best thing was, probably, its informal atmosphere. Questions were frequently raised and discussion was encouraged. This explains why the participants willingly worked extra time and so much was achieved in such a short time. This confirms the belief that the teachers do try to rise to the occasion provided they are approached in the right spirit.
- 8.2. The interest which the participants displayed in learning the new techniques testifies to the fact that the teachers are ready to accept the change provided its imperatives are brought home to them. They are much dissatisfied with the state of affairs in which they find themselves. They are, however, so cut off from the mainstream of current international thought that they cannot suggest the desirable change which need be urgently brought about. Something is required to be done to remedy the situation.

ANNEXURE-I

LIST OF PARTICIPANTS & STAFF
WORKSHOP ON EVALUATION OF CURRICULUM IN NWFP
ABBOTTABAD 17-29 JANUARY
AND 14-18 FEBRUARY 77

Staff of the Workshop

Prof: Habib ur Rehman, Project Director,
Department of Education, N.W.F.P.

Mr. Mohammad Ishaq Khan, Divisional Inspector,
Hazara Division, N.W.F.P.

Miss Jamila Malik, Headmistress, Government Girls
High School, Subhankhawa, N.W.F.P.

Dr. Merritt E. Kimball, UNESCO Project Coordinator

Participants

1.	Mr. Vazirullah Khan	B.E.D.M.A	ADIS	Malakand Agency
2.	Mr. Yar Mast Khan	B.A. B.Ed	ADIS	Khyber Agency
3.	Mr. Shah Muqim	B.Sc B.Ed	ADIS	Mehmand Agency at Ekka Ghun
4.	Mr. Iftikhar Ahmad	B.A. B.Ed	ADIS	Nisar Street Kohtally Kohat
5.	Mr. S. Wahid Noor	B.A. B.Ed	ADIS	Peshawar
6.	Mr. Jahan Zeb Khan	B.Ed M.A	ADIS	Swat
7.	Mr. Abdul Munir	M.A. M.Ed	ADIS	Hardan
8.	Mr. Khaista Gul	B.Ed M.A	ADIS	Dir at Timergara
9.	Mr. Jaji Daraz Khan	B.A. B.Ed	ADIS	F.R. Bannu
10.	Mr. Gul Shair	M.A. B.Ed	ADIS	Bannu
11.	Mr. Mohammad Shoaib Khan.	B.Ed M.A	ADIS	Miran Shah
12.	Mir Mohd Khan.	M.A. M.Ed	ADIS	Agency Tank
13.	Mr. Gul Zaman Khan	B.A. B.Ed	ADIS	D.I. Khan
14.	Mr. Safiullah	B.Ed M.A.		G.T.S. Kohat
15.	Mr. Sabir Hussain	B.Ed M.A.	ADIS	Parachinar Kurram Agency
16.	Mr. Syed Ahmad Shah	B.Ed M.A.	ADIS	D.I. Khan
17.	Mr. Mohammad Ayaz	B.Ed M.A.		G.T.S. D.I. Khan
18.	Miss Farida Ahmad	B.Sc B.Ed	Vice Principal	G.T.S. (w) Peshawar
19.	Miss Nerveen Akhtar	B.Ed M.A	ADIGS	Abbottabad
20.	Miss Tahira Babia	B.Sc B.Ed	ADIGS	Mansehra
21.	Mr. Amir Sahib Khan	M.A. M.Ed		G.T.S. Peshawar
22.	Mr. Mohd Sarwar Khan	M.A. M.Ed	ADIS	Mansehra
23.	Miss Siffat Aizdi	B.Ed M.A	ADIGS	D.I. Khan
24.	Miss Sarder	M.Sc M.Ed		G.T.S. (w) D.I. Khan
25.	Miss Yasmin Bangash	B.Ed M.A	ADIGS	Orakzai Agency Kohat

26.	Mrs. Noor Mohal Bokhari	B. Ed M. A	ADIGS	Bannu
27.	Miss Khadija Parveen	B. A. B. Ed	ADIGS	Kohat
28.	Miss Bakhtiar Hanif	B. A. B. Ed	HM	GGMS Marghuz Swabi Mardan
29.	Mr. Atiqur Rehman Siddiqi	B. Ed M. A.		G. T. S. Haripur
30.	Mr. Mohd Azim	B. A. B. Ed		Govt: Inservice Teach: Training Centre, Peshawar
31.	Mr. Masud ur Rehman	B. Sc B. Ed	ADIS	Abbottabad
32.	Mr. Mohammed Yousuf	B. Ed M. A.	AD	Bureau of Curr: Dev: A. Abad
33.	Mr. Ayub Khan	M. A. B. Ed	Chief	Instructor, Edu: Ext: Centre, Abbottabad
34.	Mr. Mohd Farooq Awan	B. Sc M. Ed	Inst:	E. E. C. Abbottabad.
35.	Mr. Azizul Haq Qazi	M. A. M. Ed	AD	Bureau of Curr: Dev: A. Abad.
36.	Mr. Mir Abdul Latif	B. Ed M. A	AD	Bureau of Curr: Dev: Abbottabad
		II. B. Subject		
		Dip: Curr: Dev:		
		(U; K)		
37.	Mr. Mohd Iqbal Malik	M. A. M. Ed	Inst:	E. E. C. Abbottabad
38.	Mr. Mohd Azam Khan	M. A. M. Ed	AD	Bureau of Curr: Dev: Abbottabad
39.	Mr. Rashid	M. A. B. T.	ADI	Abbottabad

ANNEXURE II
QUESTIONNAIRE REGARDING NEW EDUCATION POLICY
(FINAL VERSION)

Note: Encircle the correct answer

	<u>True</u>	<u>False</u>
1. According to the new education policy the urban areas will be given preference in the construction of schools buildings	T	F
2. Low cost buildings can be constructed using locally available material and keeping in view the local conditions, but it has not been mentioned in the new education policy	T	F
3. In the new education policy, co-education has been proposed for primary schools	T	F
4. In the policy it has been stated that overloading of the curriculum will be reduced	T	F
5. Those students who leave the school after 8th Class will be given training in vocations of their choice	T	F
6. Dignity of labour is one of the objective of the new education policy	T	F
7. The participation of community representatives in educational matters is not intended by the new education policy	T	F
8. Mentally and physically retarded children will not be provided equal opportunities to get education, according to <u>The Education Policy</u>	T	F
9. The pay scales of teachers are at par with the other Government servants	T	F

Note:- Fill in the blanks.

10. Which subject will be introduced in schools and colleges to meet the deficiency of trained teachers?

11. The number of female teachers will be increased at what level?

12. It has been stated in the new education policy that there will be no examinations upto _____.

ANNEXURE III

ATTITUDINAL SCALE ON THE EDUCATION POLICY
(FINAL VERSION)

Strongly Agree Neutral Disagree Strongly disagree
Agree

The new education policy is no better than the previous one.

There is no need for participation of community representatives in educational matters

More female teachers are required at primary level.

There is no need to relax the academic qualifications of female teachers in order to increase their number class V.

Only boys should get compulsory education upto Class V.

Parents' permission is essential for the schooling of females.

With the introduction of the new education policy the work load on the teachers will not be increased.

The new education policy is not a headache.

New Primary schools should be opened mostly in the urban areas.

The new system of examinations will not improve the standard of education.

The new education policy is not related to practical everyday life.

Retired personnel ought to be appointed as teachers to overcome the shortage of trained teachers.

Physical education is not necessary at primary level

14. There should be co-education at Primary level.
15. Old textbooks were better than the new textbooks.
16. Concepts should be stressed more than facts in the curriculum
17. Teachers should not encourage students who ask questions
18. The framers of the new education policy have not done any real service.
19. It is a failure of the teacher if the students express their own ideas in class during teaching
20. There should be no experimental or practical work at primary level.
21. Parents should be required to send their children to school
22. Educational standards will go down if promotions are made without formal examinations.
23. A sense of national cohesion cannot be created through application of the new education policy
24. The working load on children should be decreased with the introduction of the new curriculum.

<u>Strongly</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly disagree</u>
<u>Agree</u>				

ANNEXURE IV

LOGISTICAL QUESTIONNAIRE
(FINAL VERSION)

ad the following statement and encircle "YES" or "NO" accordingly.

- | | | |
|---|-----|----|
| 1. Do you have your own personal copy of <u>The Education Policy 1972-1980</u> ? | YES | NO |
| 2. Is there any copy of <u>The Education Policy 1972-80</u> other than your own in your school? | YES | NO |
| 3. Has your school received a National Teaching Kit? | YES | NO |
| 4. Have you* undergone a reorientation course in the new curriculum? | YES | NO |

if yes-

- (a) State the name of the course
(b) Who conducted the course?

5. Grid

Subject	Curriculum		Are up approved		Textbooks		Prices are	
	Personal copy	Schools copy	book used		are available in the market		reasonable	
	Yes	No	Yes	No	Yes	No	Yes	No
Mathematics								
Urdu								
Science								
Social Studies								
Islamiyat								
Arts and Crafts								
Health & Physical education								

6. Grid of Textbooks (Personal copy)

Subject	Textbook of	Textbook of	Class III	Class IV	Class V
	Class I	Class II			
	personal copy	Yes No	Yes No	Yes No	Yes No
	Yes No				

Mathematics

Urdu

Science

Social
Studies

Islamiyat

Arts and
Crafts

Health &
Physical
Education

7. Grid Textbook possessed by the student.

Subject	Many of the	Class II	Class III	Class IV	Class V
	children of				
	class I Po- ssess Text- book	Yes No	Yes No	Yes No	Yes No
	Yes No				

Mathema
tics

Urdu

Science

Social
Studies

Islamiyat

Arts and
Crafts

Health &
Physical
Education

ANNEXURE V .
(Grid)

Interaction Analysis Matrix

(1) Duration of the Interaction analysis = Minutes.

(2) Raw Data.

(3) Grid.

		COLUMNS					
		TI	TR	PR	PI	O	Total
Rows	TI						
	TR						
	PR						
	PI						
	O						
	Total						
	Column %						

Teacher Talk.

Pupil Talk

Column 1+2=

Column 3+4

underline the correct answer)

What has been suggested in the new education policy in connection with the provision of textbooks and other writing material at Primary level

- (a) students will buy themselves
- (b) will be provided free of cost
- (c) will be provided at cheaper rates
- (d) school will provide on rental basis
- (e) will be given on loan basis

4. The new education policy stresses the learning of-

- (a) the names of important personalities
- (b) dates of important events
- (c) the important facts
- (d) concepts
- (e) discipline

5. The new education policy seeks to have students-

- (a) obey the teacher
- (b) be regular in their home affairs
- (c) observe silence in class
- (d) help the teachers in their personal work
- (e) express themselves.

6. The academic and professional qualifications can be relaxed for-

- (a) male teachers
- (b) female teachers
- (c) both male and female teachers
- (d) Subject specialists
- (e) Administrators.

7. The new education policy was implemented from-

- (a) 1968
- (b) 1970
- (c) 1972
- (d) 1975
- (e) 1976

8. The main concern of the new education policy is-

- (a) Teachers
- (b) Students
- (c) Parents
- (d) Community
- (e) State

9. The new education policy attempts to strengthen-

- (a) Spiritualism
- (b) the ideology of Pakistan
- (c) the economy
- (d) the acquisition of wealth
- (e) foreign relations

20. The new education policy recommends the framing of curriculum in the light of-
- (a) Spiritual and metaphysical needs
 - (b) social and economical needs
 - (c) material needs
 - (d) scientific and technical needs
 - (e) political and national needs
21. The appointment of female teachers instead of male teachers will facilitate-
- (a) co-education
 - (b) better education
 - (c) Compulsory education
 - (d) scientific education
 - (e) Adult Education
22. The implementation of the new education policy will be completed by-
- (a) 1982
 - (b) 1983
 - (c) 1984
 - (d) 1985
 - (e) 1986
23. The new education policy recommends that the annual promotion of students in elementary school shall be based upon-
- (a) the traditional system of examinations
 - (b) objective-type tests
 - (c) practical examinations
 - (d) Oral examinations
 - (e) continuous evaluation

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ANNEXURE VI
List of ADISs/ADIGSs.

1. M. Masudur Rehman, ADIS, Abbottabad.
2. M. Mohammad Sarwar Awan, ADIS, Mansehra.
3. M. Iftikhar Ahmad Bangash, ADIS, Kohat.
4. S. Ahmad Shah, ADIS, D.I. Khan.
5. M. Wazirullah, ADIS, Malakand Agency.
6. M. Abdul Munim, ADIS, Mardan.
7. M. Yar Mast Khan, ADIS, Khyber Agency.
8. M. Pir Mohammad, ADIS, S/V Agency.
9. M. Gul Shair, ADIS, Bannu.
10. M. Mohammad Shauaib Khan, ADIS, N/W Agency.
11. S. Waheed Noor, ADIS, Peshawar.
12. M. Khaista Gul, ADIS, Dir.
13. M. Shah Mugeem, ADIS, Mohmand Agency.
14. M. Sabir Hussain, ADIS, Kurrum Agency.
15. Haji Darraz Khan, ADIS, F.R. Bannu.
16. M. Jahanzob Khan, ADIS, Swat.
17. M. Gul Zaman, ADIS, F.R. D.I. Khan.
18. Miss Perveen Akhter, ADIGS, Abbottabad.
19. Miss Siffataizdi, ADIGS, D.I. Khan.
20. Miss Yasmin Bangash, ADIGS, Orakzai.
21. Miss Khudeja Perveen, ADIGS, Kohat.
22. Miss Noor Mahal Bukhari, ADIGS, Bannu.
23. Miss Tahira Babia, ADIGS, Mansehra.